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ABSTRACT

The role of the southern United States in internationalizing the U.S. economy and developments in the international field at universities and colleges are discussed. It is noted that southern firms as well as the financial system are becoming integrated internationally. Consideration is given to the business curriculum, foreign language study, and teacher education. A new accreditation standard in the business field states that business students need to be exposed to the international dimension either through the core courses, higher level functional courses, or separate international business courses. Foreign language departments have focused attention on learning languages as a skill to be used for special purposes and for gaining competence in communicating. The global economy is stimulating these changes. New credentialing will involve oral proficiency testing, and future prospects include national standards to clearly chart learning progress, as well as the use of tapes to evaluate performance. For teachers, an accreditation standard that is soon to be adopted will incorporate international education and global perspectives in teacher education and basic education for students. (SW)

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THE NEW SOUTH AND INNOVATION IN INTERNATIONAL EDUCATION*

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"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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I would like to begin by expressing my appreciation to this splendid university and particularly to the Institute of Higher Education for hosting me as a Visiting Professor during the past half year, and especially to the Institute's Director, Cameron Fincher, whose considerations have been many, and now include fixing it for me to stand before you on Memorial Day. Seriously, these months have been revitalizing and unexceptionally pleasant. I have enormously enjoyed the many new personal friendships. Please know that even if you do not receive a gracious note from me, I do have the warmest regard for you and for the University of Georgia.

There has been an opportunity here, following long experience with the Federal Government and after residence and work in all the other major regions of this country, to make some initial observations about the Southeast.

One cannot help but be struck by the fresh and invigorating dynamism in much of the South and especially in Georgia, and by what it portends. Demographic change will increase political representation while economic developments will further enhance the South's influence upon the country. The old habit of looking inward and to the past will be broken, as it will become increasingly appropriate for the region to look ahead to an enlarged responsibility for national affairs. In parallel to these political and economic developments, one may anticipate that the universities, which try to prepare people for the future in which they will be living and for leadership in society, will move more strongly toward becoming national in their self-concept, mission and impact.

**Paper was presented as an invited lecture for the Regents Administrative Development Program sponsored by the University System of Georgia Board of Regents at the University of Georgia on May 26, 1986.*

During the four years which precede my coming here, I had a fascinating experience, as Director of FIPSE, observing the path of change, its patterns and processes and the changes in vision and priority which are always central to change. FIPSE received more than 2,000 proposals yearly, all of which were intended to bring about improvements and innovations in higher education.

It struck me that while some major changes were driven from within the academy, e.g. writing-across-the-curriculum, the teaching of critical thinking, and the behavorial revolution in the social sciences, many of the most far-reaching changes have been in response to developments largely beyond our institutions, to changes in society, the economy, technology, and the world. Historically this kind of change has loomed large, for example as we responded to the industrial revolution, the returning veterans, the demand for access, and the implications of Sputnik, or as postwar Europe readjusted its curriculum toward science.

As we have pursued quality in education, we have tried to improve not only upon performance but also upon relevance. We have steadily undertaken new things, providing new substance, reaching new learners, teaching in new ways, enlarging our understanding of how learning can happen, adapting in order to be relevant to the broader environment, building partnerships, indeed expanding the very functions of the university beyond teaching to research and to service. The general point is that successful universities are not static but evolve in symbiotic relationship with their environment.

And so I propose, by lighthearted borrowing from geophysics, the plate tectonics theory of curricular change. This is straightforward causal theory: the earth moves, the curriculum responds.

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The world is now moving our way, producing tremors that are not only national but also local, with profound implications for the quality of national leadership, local employment, the need for general understanding, and a very wide range of related innovations in teaching, learning, research and service.

I want briefly to indicate some dimensions of the Southern international economic tremors and then quickly place them in broader context.

The South is now a major factor in the internationalization of the American economy. The change that is occurring is accelerating and will have broad effect. Here are half a dozen measures:

1. Foreign investment: The South is likely to be the most attractive region for foreign investment in the United States for the rest of the century. In 1984, 42 percent of foreign investment in American factories and businesses was in the South. The flow to the Southeast in the last dozen years has exceeded $60 billion, more than to any other part of the country, in Georgia alone resulting in some 80,000 new and modern jobs. Indeed, in recent years foreign investment has grown three times as fast as our GNP. It is at the cutting edge of change.
2. Foreign trade: The Southeast's share of US trade is expanding. In 1984 the South as a whole accounted for 30 percent of US manufactured export products, and $11 billion worth of goods flowed through Savannah.
3. Foreign visitors last year spent $3.5 billion in the Southeast, mainly in Florida.
4. Transportation: The Southeast has a transportation cost advantage, and not only in reaching major European and Latin American markets: from Atlanta's Hartsfield Airport, which now has more landings than any other airport in the world, one can reach 80% of the US market within two hours.
5. Banking: The Atlanta community now includes 25 foreign banks. Also regional banks have played a major role in financing the international dimension.
6. Corporate headquarters: Atlanta alone is now home to more than 800 offices of foreign corporations, including the US headquarters of more than 200. Not surprisingly, this city also contains 16 consulates, 15 trade offices and five foreign-American chambers of commerce.

It is clear that the local change is becoming steadily deeper, from trade and investment to banking to a wide range of professional services. Southern firms as well as the financial system are becoming integrated internationally, so that the implications for management are general, and the more technological the economy becomes, the more international it becomes. International competitiveness becomes a key to productivity growth, our standard of living, our ability to pay for national security, and it is of course important for our tax base for public services, including education.

From a national perspective, there is also this to consider: In recent years we have been exporting one-third of our farm products, we tend to import nearly half of the oil we consume and depend far more on others for many minerals. Every sixth industrial job has been producing for export, our annual exports and our overseas corporate investments each have run close to a quarter trillion dollars, and overseas loans by our banks exceed $300 billion. But it is especially significant that such things are increasingly the substance of national policies, for which we need informed political leaders and an understanding public.

Beyond those items, and the enduring problems of national security, we face numerous other agendas which are inherently international: environmental protection, migration, satellitic communications, energy, development of the oceans and seabeds, terrorism.

All this calls for an international frame of mind. And it causes me to recall a cartoon depicting two butterflies, one new to the winged status. The older one says: "But you still think like a caterpillar."

The university is of course inherently international, probing and teaching about the universe of phenomena and ideas. Theory, method and disciplines do transcend national boundaries. We have borrowed ideas from elsewhere, while we have extended service to much of the world and educated millions of foreigners. Indeed, I think it is safe to say that no other institution of American society is so

strongly linked to the aspirations of other peoples or better represents our values of freedom of inquiry and expression. It is predictable that the international role of universities will grow rapidly as postindustrial societies become characterized by a scramble for knowledge—in biotechnology among numerous other fields—as the key to competitiveness and prosperity and as international relations increasingly will concern and involve the key elements of postindustrial societies.

The universities' interest in the rest of the world expanded rapidly after World War II along three dimensions supported by new Federal programs: foreign assistance, the Fulbright exchange program, and the bringing of programmatic learning to the campuses. I will focus today only on campus-based learning.

At the end of the War, great numbers of new countries were created in the wake of decolonization. We lacked the expertise to deal with them. The strategic response was area study programs, roughly a hundred of which were established at major universities. Hardly any were in the South, except in Latin American studies at Texas, Florida, and Tulane and Canadian studies at Duke. Perhaps an explanation is that Southern universities were generally less competitive because they were bound to local environments which had not experienced the great waves of foreign migration which had contributed to the outlook of the industrial North. Across the country, perhaps as much as half a billion dollars was spent under Title VI of the National Defense Education Act and by the great foundations, especially the Ford Foundation, upon foreign language and area study programs, including fellowships for the purpose of producing specialists needed by the government, the corporations and the universities themselves. The driving rationale was national security.

By the mid 1960's when the programs were well established, the foundations left the field and moved their seed money elsewhere, especially in response to Lyndon Johnson's Great Society and War on Poverty. With Vietnam, the international field lost popularity.

In the meantime, we began to experience the globalization of the economy. The new technologies brought the world into the living room and the stock market. Local stores stocked foreign goods, while doing American business increasingly meant doing business with the rest of the world. One professional field after another developed an international dimension, from public health to agriculture to architecture. We learned that the automobile name "Nova", in Spanish "No va", means "It does not go." In the construction business, American firms annually undertake some $12-14 billion of work abroad. One proud firm opened a building in Saudi Arabia but never got through the opening ceremonies once it was discovered that the toilets faced Mecca. We simply lacked the essential cultural sensitivity. When, in contrast, a Japanese businessman was asked in what language he did his business, he replied very simply: "The language of my customer."

We needed new learning. The Congress, in the 1980 reauthorization of the Higher Education Act, moved NDEA VI to HEA VI to demonstrate that the international dimension is integral to higher education and added Part B for international business, hoping in part that the juxtaposition with foreign language and area study programs would spark some creativity. It was at this point in the legislative history that corporate and local economic interests joined the national security and academic interests in supporting this legislation.

Currently the international field is undergoing a paradigm shift along two fundamental dimensions: First, it is moving beyond the production of experts, whose supply will continue to be essential, and toward general education for citizenship and all the professions. Secondly, it is moving beyond the predominantly national security focus, which nonetheless does remain very important, and therefore is beginning to move away from heavy Washington dominance and toward additional centers whose focus is more heavily economic such as Boston and Seattle, Philadelphia and Atlanta.

As evidence I cite the following:

* The Southern Governors Association has established an Advisory Council on International Education which is now beginning to shape an agenda.
* The Western Interstate Commission for Higher Education (WICHE) is moving with the Western Governors Association.
* The New Jersey Department of Higher Education, which now annually

conducts $10 million worth of grant competitions, has one small grants competition in international education and another in foreign languages and will contemplate combining them into a program awarding perhaps not much less that $1 million.

* The New England Board of Higher Education, with the support of the region's governors and legislative leaders, is planning a major project on the internationalization of New England's economy and its implications for higher education. Very tentatively, a focus on the engineering and technical requisites of international competitiveness is to be accompanied by another focus on the nature of the foreign competition, on management, cross-cultural communication, the professions, and citizen and continuing education.
* This fall the California State University System will conduct a major conference on internationalizing the undergraduate curriculum and expects all 19 academic vice presidents, among others, to attend.

Economic determinism is hitting this side of higher education, as it is the economic and accompanying technological dimensions which today are driving the developments in international education. I want now to indicate what some of those developments are.

Let's follow up this economic thrust by turning first to the business curriculum. Curricula were established when the United States was more insular than it is today and when international commerce was peripheral and it was not so important to understand worldwide business conditions and possibilities. Indeed when I last looked at the figures four years ago, only 250 firms accounted for 80% of our exports, so that export participation seemed very weak at the very time that massive trade deficits began to become common. This weak participation might have many causes, including lack of familiarity with this work and its broader framework. Familiarity is an important concept here because the process of creating familiarity is sometimes called education. Eight years ago the American Council on Education found that three-fourths of students completing business doctorates, i.e. those who would constitute our future faculties, had never taken a course in international business.

The American Assembly of Collegiate Schools of Business (AACSB),which sets accreditation standards, has become an engine of reform. Through several phases, it developed an accreditation standard which made it very clear that every business student should be exposed to the international dimension through one or more elements of the curriculum. Clearly, not all institutions will meet this standard in the same way, given differences in business school missions and capabilities. They may meet the standard by offering appropriate content in the core courses or in the higher level functional courses or by offering separate international business courses.

I will illustrate the three strategic choices: One is to put everyone through an introductory course in international business. A second possibility, perhaps suitable to some few institutions having a very specialized faculty, is to require each student to take an international course within his or her major, e.g. in marketing, finance, accounting or in management, which might even be broadened to include consideration of political context, labor movements and cross-cultural communication. A third possibility, which surely is best for institutions with a small faculty or producing generalists and people whose careers will be in smaller businesses, is to pursue a modular infusion strategy, so that there are international components across the curriculum.

Especially this last approach requires faculty development. AACSB has been responding to this need by providing series of seminars. Considerable curricular effort is now in process at numerous institutions. Incidentally, one of the finest international business programs in the country is offered by the University of South Carolina, which, in very rough and complementary parallel, is to international business as the University of Georgia is to international and comparative law.

To continue my thesis, I will assert that economic and technolgical developments are key factors in the revitalization of foreign language study. No doubt, the movement toward restoring or establishing more rigorous college entrance and general curriculum requirements and the evidence that foreign language study

promotes increasingly important cross-cultural understanding and effective English usage are also among the causes of revitalization.

Language departments have specialized in literature. Despite all the virtues of the humanities, they were losing enrollments at a time of very rapid expansion of international communication. Interest grew in learning language to communicate and for special purposes. Courses proliferated in business Spanish, French and German, on some campuses in direct connection with business curricula. At the same time, in perhaps no other field has there developed such ubiquitous use of the new technologies, which we—and I hope you will like this definition of the new technologies—may define as those non-faculty learning instrumentalities which lack pages and bindings: video-cassettes, disks, narrowcast television, laboratories, interactive computer programs and satellitic communications are all being used to teach foreign languages, and generally in support of the thrust toward competence in communicating which is being stimulated by the global economy.

Particularly exciting because it will affect student motivation to learn is the coming new credentialing which can be communicated to employers. Oral proficiency testing is coming, radiating outward from ETS and the American Council on the Teaching of Foreign Languages (ACTFL) and the University of Pennsylvania after numerous colleges and universities inquired about funding to move ahead. This will bring ferment and further renewal to the foreign language field, further signaling the importance of learning a foreign language as a skill to be used. On the horizon are generally recognized national standards adapted from those developed by the Foreign Service Institute which will provide clear yardsticks of learning progress, moving the measurement of achievement from a semesters-passed criterion to one based on proficiency, with tracking and collaboration across levels of education and the opportunity for people to learn toward credentialing however and whenever they choose. The use of tapes will enable consistency in performance evaluation, and some linguists are now qualifying as certifiers. We may anticipate benchmarks of accountability for teachers and catalytic effects on curricular development and curricular evaluation, on the design of teaching materials, and on parallel testing in increasing numbers of languages. To some extent, changing the scorekeeping will change the game. Other changes may not be far behind. Much as language teaching developed toward teaching the 500 most used words, we are likely to see development toward teaching the themes which are central to cross-cultural understanding and effective communication. So, fundamental change in the foreign language field is another sign of a changing academic era, pushed from the outside at the very environmental base so that, as Thomas Kuhn said about paradigm shifts, "the pieces are sorting themselves out and coming together in a new way."

Teacher education has been proceeding less dramatically and quickly, yet it also is being affected as new realities call for new teaching and the quickening impact of the rest of the world upon the generation of the school population—a group which will be only in its early thirties as we enter the next century—is readily apparent.

It has stunned even me that the just released report by the Carnegie Forum's Task Force on Teaching as a Profession, entitled, *A Nation Prepared: Teachers for the 21st Century*, couches the rationale for improved learning in our schools in an introductory framework bearing the subtitle "A Changing World Economy", which illustratively focuses, in 13 of the first 18 paragraphs of this report, on meeting competition from Asia. Its point is that in a knowledge-based international economy, we will have to lead through education lest we suffer serious consequences.

Numerous surveys indicate that citizen knowledge about the rest of the world is low in comparison with that of many other countries, yet the schools are the key institutions of American civic education. One survey of a few years ago indicated that not one teacher in twenty was taking any international, comparative or intercultural course en route to certification.

This is about to change in a manner which is procedurally parallel to what is happening in business education, namely: There has evolved an accreditation standard of the National Council for the Accreditation of Teacher Education (NCATE), cooperation with the

American Association of Colleges for Teacher Education (AACTE), the thrust of which is that international education should be considered a fundamental part of basic education and that global perspectives should permeate all aspects of a teacher education program. More than 200 deans commented on the draft, which was adopted this last October. It will be in force for accreditation visits beginning July 1, 1987. For each set of curriculum components there will be guidelines published this fall, including guidelines for the liberal arts component. Seminars are being conducted across the country on how to implement the global perspectives guidelines.

Two Southeast models merit attention. Florida International University's School of Education works with Dade County Schools and the Florida Department of Education as well as with FIU's International Affairs Center and College of Arts and Sciences in developing programs. It requires all education majors to take a course on "Issues of the 1980s", which in good part focuses on global education, and has been incorporating a global dimension in both the undergraduate and graduate programs in social studies education. The University of South Carolina College of Education, in a noteworthy but not replicable program, gained the in-service training contract for the Department of State's overseas schools, thereby placing its faculty in 15 countries and utilizing exchange as a vehicle for faculty development and substantive renewal. In general the textbook writers across the country have jumped ahead of the institutions on whose faculties they serve. Millions of kids, incidentally, may well be getting a symbolic foretaste of the future curriculum at a major tourist attraction in the Southeast, in Florida, created by Walt Disney: it is EPCOT, combining technological understanding with international perspectives. Along with the rest of the country, the South is on the verge of change along the international dimension in teacher education.

All three arenas discussed so far are anchored to the undergraduate liberal arts curriculum. To thrive, they need to be linked to the undergraduate curriculum's international dimensions, and those dimensions need to be suitable companions.

In the liberal arts also, there is a shift. What is not new is that there have been international and comparative courses within several disciplines, occasional required courses in Western civilization, area study programs at advanced levels, and numerous study-abroad programs.

The vision is moving away from adding a smattering of courses at the periphery of the supermarket curriculum. The core problem now being addressed is that most students have little exposure to international perspectives because these perspectives are not well integrated into the undergraduate curriculum. The vision is moving to the infusion of international and global perspectives throughout the curriculum.

In 1981 the Association of American Colleges, taking the lead on behalf of the American Council on Education in responding to President Carter's Commission on Foreign Language and International Studies, adopted a resolution stating, that "in a world of increasing interdependence for both individuals and nations it is imperative that liberal studies provide students with a global perspective." It will be interesting to see what strategies will be pursued as several hundred institutions are currently taking a new look at their undergraduate liberal arts programs.

While this is occurring, there are signs of change within disciplines. In the field of history, there is a global history movement—an incipient school of thought—which may change our general understandings considerably, for example by reexamination of the medieval period which preceded the ascendancy of Northwest Europe, and we are likely to witness some struggling to achieve higher levels of generalization in the field of history. I am inclined, at least in preliminary fashion, to view this movement as one of the many tremors associated with my metaphorical plate tectonics theory of curricular change.

It has been a pleasure to be with you, and I thank you again for a wonderful experience at this University.

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